

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 12:19 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
YMCA of Greater Houston	YMCA of Greater Houston	n/a	
Vendor ID #	ESC Region #	DUNS #	
n/a	4	050298918	
Mailing address	City	State	ZIP Code
2600 North Loop West, Suite 300	Houston	TX	77092

Primary Contact

First name	M.I.	Last name	Title
Heidi	J	Brasher	Director of Development
Telephone #	Email address		FAX #
713.758.9139	Heidi.brasher@ymcahouston.org		713-758-9140

Secondary Contact

First name	M.I.	Last name	Title
Patricia		Osborn	Youth Development Director
Telephone #	Email address		FAX #
713.758.9170	patriciao@ymcahouston.org		713-758-9140

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Shawn	L	Borzelleri	COO/SR Vice President
Telephone #	Email address		FAX #
713.758.9174	shawnb@ymcahouston.org		713-758-9140

Signature (blue ink preferred)

Date signed

Shawn Borzelleri

3/28/16

Only the legally responsible party may sign this application.

701-16-102-159

Schedule #1—General Information (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/16

End date (MM/DD): 08/17

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐

No: X

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: YMCA of Greater Houston Amendment # (for amendments only): n/a

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Shawn Borzelleri	713.758.9174	\$1,433,551
	YMCA of Greater Houston	<i>Shawn Borzelleri</i>	shawnb@ymcahouston.org	
Member Districts				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: YMCA of Greater

Amendment # (for amendments only): n/a

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Y is working to improve the educational readiness, engagement and outcomes of the country's children, so that they can pursue their best possible future. Y Child Care, After School and Summer Day Camp, is about nurturing youth development by providing a safe place to learn foundational skills, develop healthy, trusting relationships and build self-reliance. We strive to meet the developmental needs and temperament of each individual child by working in partnership with families. Statistics show that a large number of children from low-income environments reach kindergarten unprepared and that they continue to fall behind in school without proper interventions. This "gap" is known as the Achievement Gap and Y programs are working to address this gap.

YMCA afterschool programs help equalize access to academic and enrichment-based activities for low income youth according to ENRICH after school. On average, 57.2% of youth are economically disadvantaged in Harris County and 26% of youth in our area take care of themselves after school. YMCA child care and summer programs address the needs of youth in the times that learning begins to decline.

In YMCA After School Care, kids engage in physical, learning and imaginative activities that encourage them to explore who they are and what they can achieve. In addition to supplementing what they learn in school, they participate in interactive learning models that engage critical thinking skills, have a chance to socialize with each other and form long-lasting friendships that enhance their development, growth and self-confidence. School age kids also have the opportunity to participate in STEAM activities (science, technology, engineering, arts and math), a variety of literacy activities and HEPA activities (healthy eating, physical activity). Programs are licensed by the State of Texas and staffed with a Site Lead and caregivers to meet our low staff-to-child ratios of 1:15.

In YMCA Day Camp, campers are able to explore creativity, teamwork and leadership in a wide range of physically active programs that influence lifelong healthy living. Camp also offers opportunities to bridge the gap in summer learning loss by providing literacy, science activities, campers choice so that campers can choose their activities and nutrition activities through HEPA (Healthy Eating and Physical Activity) guidelines.

Through a holistic approach to youth development, all day camp activities support the social- emotional, cognitive and physical development of all children. At the Y, we know that when kids accomplish more, make new friends and feel like they belong, they are developing the skills they need to be successful in life. Summer programs provide a vital link for students to obtain critical support for academic success, health and well-being and social development while facilitating children's relationships with caring adults. Traditional day camp is for children ages 5-12.

The camping curriculum focuses on working in small groups, consisting of a staff-child ratio of 1:10. All young adult counselors, at least 18 years of age, serve as mentors and role models under the direct supervision of a qualified Camp Director who meets the state licensing standards.

The calendar of planned activities are designed to develop team building skills and increase each child's developmental assets in conjunction with the YMCA values based character development curriculum. In accordance with Y-USA standards and the YMCA of Greater Houston's Strategic Plan, the Y has included enrichment components to curtail Summer Learning Loss. These activities focus on literacy and STEAM enrichment.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: YMCA of Greater Houston			Amendment # (for amendments only): n/a		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,037,017	\$0	\$1,037,017
Schedule #8	Professional and Contracted Services (6200)	6200	\$109,750	\$0	\$109,750
Schedule #9	Supplies and Materials (6300)	6300	\$138,420	\$0	\$138,420
Schedule #10	Other Operating Costs (6400)	6400	\$69,100	\$0	\$69,100
Schedule #11	Capital Outlay (6600)	6600	\$11,000	\$0	\$11,000
	Consolidate Administrative Funds		\$1,365,287	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$1,365,287
Total direct costs:			\$	\$0	\$
Percentage% indirect costs (see note):			N/A	\$68,264	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,365,287	\$68,264	\$1,433,551
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,365,287
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$68,264

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: YMCA of Greater Houston			Amendment # (for amendments only): n/a	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	1	0	\$50,000
5	Site coordinator (required)	0	10	\$318,240
6	Family engagement specialist (required)	1	0	\$45,000
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	0	\$0
10	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	0	0	\$0
14	ESC coordinator/manager/supervisor	0	0	\$0
15	ESC support staff	0	0	\$0
16	ESC other	0	0	\$0
17	ESC other	0	0	\$0
18	ESC other	0	0	\$0
Other Employee Positions				
19	YMCA Leads and Counselors	105	0	\$455,860
20		0	0	\$0
21		0	0	\$0
22	Subtotal employee costs:			\$869,100
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$0
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$167,917
27	61XX	Tuition remission (IHEs only)		\$0
28	Subtotal substitute, extra-duty, benefits costs			\$167,917
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,037,017

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: YMCA of Greater Houston		Amendment # (for amendments only): n/a
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	n/a	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Children's Museum of Houston – STEAM Curriculum and Supplies	\$63,000
2	TUTS – performing arts curriculum and supplies	\$6,250
3	First Tee – golf program supplies	\$22,500
4	Outside Evaluator	\$18,000
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$109,750
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$109,750
(Sum of lines a, b, and c) Grand total		\$109,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: YMCA of Greater Houston		Amendment number (for amendments only): n/a
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$138,420
Grand total:		\$138,420

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: YMCA of Greater Houston		Amendment number (for amendments only): n/a
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$3,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$61,600
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$4,500
Grand total:		\$69,100

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: YMCA of Greater Houston		Amendment number (for amendments only): n/a		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2	Lap Tops	11	\$1,000	\$11,000
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$11,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			5,912	
Category	Number	Percentage	Category	Percentage
African American	865	14.63%	Attendance rate	96.44%
Hispanic	3,441	58.21%	Annual dropout rate (Gr 9-12)	na
White	1,434	24.26%	Students taking the ACT and/or SAT	na
Asian	171	2.9%	Average SAT score (number value, not a percentage)	na
Economically disadvantaged	4,228	71.53%	Average ACT score (number value, not a percentage)	na
Limited English proficient (LEP)	1,936	32.75%	Students classified as "at risk" per Texas Education Code §29.081(d)	61.8%
Disciplinary placements	106	1.8%		

Comments

Annual dropout rate, students taking ACT and SAT as well as scores do not apply to the youth served with this grant. These numbers are an average across all sites.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	37	10.3%	No degree	1	.23%
Hispanic	114	31.7%	Bachelor's degree	294	81.64%
White	204	56.6%	Master's degree	65	18.13%
Asian	5	1.4%	Doctorate	0	0%
1-5 years exp.	119	33.1%	Avg. salary, 1-5 years exp.	47,908	N/A
6-10 years exp.	104	28.8%	Avg. salary, 6-10 years exp.	50,829	N/A
11-20 years exp.	104	29%	Avg. salary, 11-20 years exp.	54,678	N/A
Over 20 years exp.	33	9.1%	Avg. salary, over 20 years exp.	62,371	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	130	150	150	160	160	150	0	0	0	0	0	0	0	900
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	130	150	150	160	160	150	0	0	0	0	0	0	0	900

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Schedule #13—Needs Assessment

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A needs assessment was originally conducted to choose the sites in the program. The YMCA utilized data such as enrollment, demographics, United Way funding, existing relationships with schools and economically disadvantaged percentages.

Once the grant is awarded, YMCA Regional Directors, parents and volunteers will work in conjunction with school principals and staff to assess the needs for each school. Data can be gathered through a random sampling of students and parents as well as previous information gathered by the school. Among the needs to be addressed by this program are improving academics and closing the achievement gap, providing safe and enriching programs for working families, improving attendance, improving behavior and improving promotion rates.

The YMCA of Greater Houston has been purposeful to learn about the needs facing low-income children and families in our service area. The Y serves as a part of the United Way of Greater Houston Education Collaborative. This Collaborative is comprised of like providers in the community to specifically address issues such as the Achievement Gap. The vision of this group is to create "a community where all children are provided the resources and support to grow into successful and engaged adults". Each agency in the Collaboration provides data and insight to help identify gaps and strengths in service to our community.

The YMCA of Greater Houston has also been involved in the Community Healthy Living Index (CHLI). This assessment looked at six key community settings: afterschool child care sites, early childhood programs, neighborhoods, schools, work sites and the community at large and provided a "best practice" or improvement idea for sites to implement.

The YMCA has also been involved in the All Kids Alliance and ENRICH After School which is a regional initiative designed to increase the understanding of the Greater Houston Community and needs for out of school time programming. This group reports that there are 966,926 youth in 25 school districts in and around Harris County. 57.2% of those are classified as economically disadvantaged and 52% are at risk of drop out.

YMCA After School and summer programs meet the needs of working families by providing safe, affordable and easily accessible care. After school programs are held directly at the school from school dismissal until 6pm. During school in-service or holidays, the YMCA provides all day care at another location for a minimal fee. Families are invited to participate in all YMCA activities which are scheduled during non-business hours. We provide continuous support for families by offering engagement opportunities, financial literacy and access to other community services.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academics and address the Achievement Gap.	YMCA After School and Camp Programs are working to close the achievement gap and improve academic success for students by providing homework and tutorial time, academically rich enrichment opportunities such as the ASTEAM program, Literacy programs, CATCH and more.
2.	Improving graduation rates and addressing the needs of working families for safe, enriching after school and camp programs.	YMCA After School and Camp Programs, in conjunction with the schools, will provide safe, enriching programs for youth directly after school dismissal until 6 pm increasing the chance of graduation for these at risk youth. These programs are offered free to these working families through this grant and will continue to remain affordable after the grant expires through an mixture of sustainability efforts.
3.	Improve attendance of youth in school and in after school programs.	YMCA After School programs provide enriching, safe programs that are engaging and fun for students. Activities such as arts and humanities, leisure sports, book clubs and ASTEAM will create engagement and boost attendance in the YMCA after school program as well as carry over into school attendance. After school activities will increase the academic success of students and in turn, school attendance as these students experience success.
4.	Improve behavior of youth in school and YMCA programs.	YMCA After School and Camp Programs involve students in positive enriching activities that build developmental assets. YMCA programs help build self-esteem, teamwork, leadership, conflict resolution and positive peer interaction. Positive behavior management strategies are utilized with a focus on making good decisions, students are held accountable for instructional and behavioral expectations and the focus is on good behavior and recognition.
5.	Improve promotion rates of youth.	The Y is working to improve the educational readiness of youth so that they can pursue their best possible future. Statistics show that a large number of children from low-income environments reach kindergarten unprepared and that they continue to fall behind in school without proper interventions. YMCA Child Care programs are working to address this gap by partnering with schools to extend learning into the after school and summer time.

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Schedule #14—Management Plan

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	This Director will manage all nine sites to include staffing, budgeting, data collection and parent engagement activities and advisory council. A bachelor's degree and experience working with out of school time programs is needed.
2.	Site Coordinator(s)	Provides direction for the program and staff and implements curriculum and activities. Collects on site data and provides communication to parents and staff. Must meet Director qualifications as stated by Child Care Licensing.
3.	Family Engagement Specialist	This specialist will provide the timeline and activities for each of the 9 sites for parent engagement. Will be a communication liaison between parents, site and school. A bachelor's degree preferred.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academics and address the achievement gap.	1. Homework Assistance	08/29/16	6/2/17
		2. Implement ASTEAM Program	10/10/16	6/2/17
		3. Book Club Implementation	10/10/16	6/2/17
		4.		
		5.		
2.	Improve graduation rate.	1. Start the Program when grant awarded	08/29/16	07/14/17
		2. Recruit Students for Program	08/29/16	09/30/16
		3. Monthly Parent Workshops	08/29/16	07/14/17
		4.		
		5.		
3.	Improve attendance rate.	1. Implement Food and Fun Curriculum	08/29/16	07/14/17
		2. Book Club Implementation	10/10/16	6/2/17
		3. Implement ASTEAM Program	10/10/16	6/2/17
		4. Weekly Arts & Crafts	08/29/16	07/14/17
		5. Monthly Family Nights	08/29/16	07/14/17
4.	Improve behavior of youth.	1. Implement CATCH program	08/29/16	07/14/17
		2. Implement TUTS program	10/10/16	6/2/17
		3. Monthly Service Learning Projects	08/29/16	07/14/17
		4. Implement Leisure Sports	08/29/16	07/14/17
		5.		
5.	Improve promotion rates.	1. Implement ASTEAM Program	10/10/16	6/2/17
		2. Book Club Implementation	10/10/16	6/2/17
		3. Explore career paths and colleges	08/29/16	07/14/17
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous Quality Improvement (CQI) is integral to the culture of the YMCA of Greater Houston. At all levels of the organization and in all program areas, there is a focus on the quality of our programs and their impact on those we serve. Multiple strategies for data collection and analysis exist within program areas and are designed to be responsive to stakeholders including participants and parents. The strategies for data collection include NPS or Net Promoter Scores, designed to gather parental experience and satisfaction within a program area.

The YMCA of Greater Houston utilizes data to make informed decisions about programmatic changes including new programs, program enrichment/additions and program cancellations. Local Child Care Directors analyze Net Promoter Scores, asset surveys and where applicable, YPQI survey data, to determine trends and opportunities for improvement. These staff create improvement plans and present these to their Regional Directors, the Director of Youth Development and the Director of Education. Improvement plans are ultimately reviewed by the Senior Vice President of Programs in monthly meetings and strategy sessions. CQI information can often be used to guide training and development for all staff.

Parents are contacted by staff who directly oversee the programmatic area and where appropriate, by the Regional Director as well. Parents receive newsletters in camping and child care programs and can subscribe to monthly e-newsletters. These newsletters serve to inform parents of changes and additions to programs as well as stories on impact and upcoming events.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA collaborates with numerous agencies to leverage the collective experience of these respective agencies to improve the quality of YMCA after school and camp to expand our capacity to fill the need of many working parents with children during the school year. The YMCA collaborative efforts include referral partnerships, joint programming and representation on committees and advisory boards.

Collaborative program partners include the following agencies: Children's Museum of Houston, Bright Beginnings, Collaborative for Children, Communities in Schools of Houston, Harris County Department of Education, National After School Association, and more than 29 Houston Area Independent School Districts. The Houston Food Bank "Brighter Bites"; Texas Children's Hospital and the University of Texas School of Public Health. These collaborative efforts impact eating behavior of at-risk children by introducing them to a routine of fresh produce, along with corresponding education to help curb the childhood obesity epidemic in Houston. In addition, the Houston Food Bank's "Kids Café" provides meals after school and is one of the nation largest nutrition education programs supplying children with the nourishment they may not get at home.

The cultivation of corporate foundations and private foundations has led to expanding services to our children and families. In addition to these funding streams, the YMCA of Greater Houston will utilize funds from the United Way as well as our own Annual Support Campaign to sustain these programs. The YMCA currently raises over \$7 million in the Annual Support Campaign to keep YMCA programs accessible to all.

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Schedule #15—Project Evaluation

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	YPQI - Safe Environment	1.	Physical Safety
		2.	Emotional Safety
		3.	Inclusive Practices
2.	YPQI - Supportive Environment	1.	Conflict Resolution
		2.	Active Learning
		3.	Skill Building
3.	YPQI - Interaction	1.	Cooperative Learning
		2.	Leadership Opportunities
4.	YPQI - Engagement	1.	Youth Choice
		2.	Youth Planning
		3.	Youth Reflection
5.	Assets Development Survey	1.	Students will demonstrate basic problem solving skills
		2.	Students will demonstrate a commitment to learning
		3.	Students will cooperate in small groups

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student data will be collected through enrollment forms, PEIMS data, pre and post tests and report cards.

The YMCA staff responsible for collecting the data are the Site Leads at each child care site. These staff interact daily with the youth and provide the most accurate assessment during the survey process. This data will include attendance, project activity and asset development.

School administration will collect student data such as grades, attendance, behavior and achievement data.

Both sets of data will be utilized to ensure that YMCA activities are effective and providing the best possible outcome for students. The YMCA constantly evaluates our ability to meet participants' needs. We analyze programs to determine if we need to restructure, enrich or create new programs to meet the changing needs of those in communities we serve. If the YMCA cannot or is not the appropriate agency to provide for these needs, we will work with collaborators and partners to find resources for our participants.

All data and results will be shared with our community group which includes YMCA board members, school administrators, teachers, parents and YMCA staff.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: YMCA of Greater Houston	Amendment # (for amendments only): n/a
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Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Youth will be transported to the school site by ISD or YMCA buses or by a parent/guardian. Students are then signed into the YMCA program by a staff person and signed out by a parent or guardian.

Activities funded by this grant include:

1. Theater Under the Stars – students will prepare and participate in theatrical performances.
2. CATCH – Coordinated Approach to Children's Health – provides fun physical activities for youth and encourages a healthy lifestyle.
3. First Tee – teaches youth simple health, nutrition and fitness concepts through learning the game of golf.
4. A'STEAM – The YMCA collaborates with the Children's Museum of Houston to implement a STEAM (Science, Technology, Engineering, Arts and Math) focused enrichment component in Y after school programs for children in grades K-5. All lessons are aligned with the Texas Essential Knowledge and Skills (TEKS) standards for K-5 students. The curriculum is organized into 7 units which include: inquiry, electricity, tinkering, motion, aerodynamics, chemical reactions and invention.
5. Book Clubs - By implementing book clubs in the current afterschool programs, we will directly impact the readiness of youth in reading as well as enhance current YMCA Afterschool programs by adding this academically rich activity.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information will be disseminated through a targeted marketing plan developed by the YMCA of Greater Houston. Targets for the plan will include parents of potential participants, administration at each site and in each ISD, volunteers, donors and the community at large.

Tactics for this annual plan will include key messages to build awareness, enrollment and support through:

1. A paid advertising campaign of print and radio ads as well as social media
2. Printed Collateral includes brochures, fliers, posters and banners as well as use of the web site, email newsletters, Facebook and Twitter
3. We will also utilize Y Centers across the Houston Association to market and target new prospective students.
4. Partnering school districts will distribute informational flyers to students and faculty/teachers help to identify youth who would benefit from programs.
5. Each YMCA produces an online Program Guide that includes child care information

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA will work closely with each school site and administration to ensure that all activities in the program support the school day academic environment of the students. The focus will be on reducing barriers to learning and participation as well as bridging gaps in academic achievement. Research shows that a child's academic success is related to new experiences and the after school program will concentrate on providing new experiences for these youth in areas such as STEAM, Literacy, health and wellness and community service.

The YMCA will be a safe, engaging place for youth to be part of and this will increase attendance and overall success. YMCA programs strengthen families by providing students the time to complete homework, eat healthy snacks/meals and the opportunity to reduce stress.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of YMCA and school efforts will allow for the most effective use of resources. The school will continue to provide tutorials for their students as well as space to run the program. The YMCA will leverage existing partnerships such as the Children's Museum and the Food Bank to bring enrichment as well as the associated funding.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous Quality Improvement (CQI) is integral to the culture of the YMCA of Greater Houston. At all levels of the organization and in all program areas, there is a focus on the quality of our programs and their impact on those we serve. The YMCA of Greater Houston is currently in the third year of implementing YPQI in Afterschool programs as a part of the CQI plan. The YMCA will integrate YPQI in our way of work. We believe that YPQI provides an accurate assessment of the quality of our programs as well as the methods and tools needed to create plans that will make an impact in program delivery for our participants and staff.

We created a YPQI Advisory Team which includes: Shawn Borzelleri, Vice President of Programs; Patricia Osborn, Director of Youth Development; Doug Waddill, Director of Education and Heidi Brasher, Director of Development. This team oversees the vision of YPQI for the YMCA of Greater Houston and works with the Regional Child Care Directors for implementation across multiple sites. These YMCA staff work with the United Way and CASE on the Advisory Team. This team has monthly calls with the Weikert Center to talk through all facets of the YPQI program. This team is responsible for creating the timeline and scaling strategy.

The YMCA has also been building capacity to sustain this work. Four YMCA staff were trained as YPQI External Assessors to provide sites with additional feedback on quality. Patricia Osborn is trained to provide the Planning with Data Workshop and Doug Waddill is trained to provide the Methods Workshops. Both of these will play key roles in the timeline and implementation of the YPQI program.

Work is also being done in the sustainability of YPQI from a financial aspect. As the work continues to scale, the cost for the program increases. Conversations with the United Way about continual and future funding have taken place. The Advisory Team has discussed the possibility of collaborative funding asks to large foundations for this work. Internally, the YMCA will begin to budget and operationalize staff training and time to reflect this work in our programs.

The YMCA also uses the development asset survey tool that was developed with the Search Institute® and the YMCA of the USA in partnership with Richard F. Dangle, Ph.D., Child Safe Environments and professor of social work at the University of Texas at Arlington and Charles H Mindel, Ph.D., a professor of social work and director of the Center for Social Work Research, Evaluation, and Technology, at the University of Texas at Arlington. The survey utilizes the 40 Developmental Assets which have become the most widely recognized and most frequently cited approach to positive youth development in the world.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The Y is the nation's leading nonprofit committed to strengthening communities through youth development, healthy living and social responsibility. We have been providing after school programs in partnership with public schools for more than 35 years. We currently run more than 200 after school programs in 29 school districts and more than 40 camps each summer. We have selected 9 elementary schools in 6 districts to partner with us based on earlier needs assessments.

YMCA after school program are successful through strong collaborations, curriculum and flexibility to serve each school's needs. We will partner with each school and focus on the needs of their individual students to ensure a successful program. By bringing in existing collaborators and establishing new partnerships based on the needs of the school, the YMCA will be able to provide a well-rounded program at each site.

This Community Learning Center will be most successful through the leadership of each collaboration being a part of the advisory group, through the coordination of these collaborations where each agency utilizes strengths to create larger impact, through the gathering of student and parent data to guide programs and enrichment and finally through a commitment to clear quality measures to determine success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Improve Academics and address the Achievement Gap – Resources include homework at 30 minutes per day, ASTEAM and 21st Century Skills at a minimum of 2 rotations per week, Literacy Program at a dosage of 90 minutes per week in after school and 30 minutes per day in camp and CATCH (health and wellness) at 30 minutes per day of physical activity that increases the heart rate.
2. Improving graduation rates and addressing the needs of working families for safe, enriching after school and camp programs – Providing a high quality after school program provides parents the opportunity to work while their children are safe. Most students in YMCA programs attend more than 80% of scheduled program days.
3. Improve attendance of youth in school and in after school programs – Resources include Book Clubs at 90 minutes per week, ASTEAM and 21st Century Skills at a minimum of 2 rotations per week and TUTS for one hour per week.
4. Improve behavior of youth in school and YMCA programs – Leisure and team sports 2 times per week, Leadership Development (21st Century Skill) with Global Learning at least 2 times per week.
5. Improve promotion rates of youth – Resources include college and career readiness one time per week, Leadership Development (21st Century Skill) with Global Learning at least 2 times per week.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA of Greater Houston has developed and implemented best practices that are rooted in research and evidence based models. Practices utilize research from Search Institute and the 40 Developmental Assets, research conducted by YMCA of the USA and Harvard. These practices have led the YMCA to develop dosage requirements for each content area delivered on a weekly basis. Dosages are outlined in Statutory Requirement 7.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Across the greater Houston area, thousands of business leaders, community advocates, parents, teens and individuals who want to give back and support their neighbors volunteer at the Y. These volunteers have the presence and partnerships to help the YMCA deliver positive, personal and social change. The YMCA of Greater Houston strives to place the most qualified volunteers in each position. As part of the placement process, background checks, including a criminal history investigation, will be conducted for each prospective volunteer and they will each complete child abuse prevention online. Senior volunteers can be used to mentor students, provide literacy programs, aid in ATEAM classes and raise funds for the continuation of the program. Through the efforts of dedicated volunteers, the YMCA is able to provide more programs and services to the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The YMCA of Greater Houston Board, who provides oversight to all YMCA programs and activities, continuously reviews program data to include, outputs, financials and measures of impact. Improving Academic Achievement is one of three strategic areas the Board voted on for the YMCA. They are committed to finding and providing resources for programs that fall into this strategic area such as these community learning centers.

Communication of program results and success is an important step in sustaining this community learning center. This communication to key stakeholders will provide continued participation by parents and students, continued partnership by the school and district as they see the improvement in their students.

Valid data and results will provide success measurement for funders and donors to provide continued support for the community learning center. The YMCA will continue to leverage funding sources such as the United Way, family and corporate foundations and private donors through the YMCA Annual Support Campaign.

YMCA Leadership will regularly communicate and collaborate with school and district partners and be highly visible around all sites. Parents/Guardians will receive regular communications regarding their student in terms of academics, behavior, attendance, upcoming events, etc. There will be opportunities to engage families and the community in the program as these will be provided and communicated out to stakeholders

Sustainability Timeline:

2016-2017 – Awarded 21st Century Grant and Implement program

2017-2018 – Continue implementation of grant and solidify collaborative partners moving forward

2018-2019 – Determine the percentage of funding from various sources including 21st Century Grant, United Way, Foundations and other grants.

2019-2020 – Include programs in YMCA Annual Campaign Case for support.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA has chosen 9 elementary school sites, 6 schools districts and 4 YMCA Regional Child Care Directors for this community learning center. We would ask for a representative from each to sit on the advisory council as well as a cross section of parents and volunteers. The YMCA of Greater Houston Association Board has a Program Committee and a member of this committee will be recruited as well.

The advisory council will assist in oversight of the grant activities as well as campus needs assessment and data collection to ensure the fidelity of the program. This group will also develop strategies for sustainability of this program after funding ends. The community advisory council will ensure that program data and successes are communicated to key stakeholders and gather feedback on program success and satisfaction.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA of Greater Houston Leadership Team, led by our CEO, Paul McEntire, has chosen "Addressing the Achievement Gap" as one of our operational objectives. This operational objective involves working with local school districts to identify service areas where there are youth who have gaps and then partnering to provide opportunities to reduce these gaps.

With the goal of strengthening our Child Care programs, including afterschool care and summer camp programs, the YMCA of Greater Houston has moved to centralizing child care programs under the COO/Senior Vice President. Regional Directors supervise multiple sites and programs geographically. Centralizing these programs helps to leverage raised and earned income by analyzing each site as operating units outside of a YMCA center and furthering expansion.

The YMCA of Greater Houston has hired a Director of Education who will serve as the content expert for all educational based learnings with a focus on curriculum development and delivery, community collaborations, new initiatives and increasing the depth of our ISD relationships, all related to strengthening the YMCA in closing the achievement gap.

The COO/Senior Vice President for the YMCA of Greater Houston oversees the vision and implementation of all child care programs. The Youth Development Director and the Regional Child Care Directors oversee program delivery, staff hiring/training, curriculum development, evaluation and program quality. Staff on all levels have attended trainings such as Cultural Lenses and actively participate in the United Way Education Collaborative, All Kids Alliance and similar groups who provide training and data on engaging underrepresented youth. Staff have also participated in Enrich After School, to evaluate the needs, resources and initiatives in the communities of Houston.

The Center Child Care Director is responsible for hiring qualified staff for each location. Training will include an introduction to the program's philosophy, facilitating activities and instructional strategies including classroom management for high impact engagement. All staff have CPR/1st Aid, trainings required by the State of Texas such as Pre-service and 30 clock hours of training. Directors have bachelor degrees or CDA's.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston Amendment # (for amendments only): n/a

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 1** **Center Name: Beasley Elementary****9 digit campus ID#** 079901101 **Distance to Fiscal Agent (Miles)** 14.3**Grade Levels to be served (PK-12)** K - 5**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 75**Number of Adults (parent/ legal guardians only) to be served:** 25**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 2** **Center Name: Jane Long Elementary****9 digit campus ID#** 079901105 **Distance to Fiscal Agent (Miles)** 0.3 miles**Grade Levels to be served (PK-12)** K - 5**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 105**Number of Adults (parent/ legal guardians only) to be served:** 25**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: YMCA of Greater Houston			Amendment # (for amendments only): n/a	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Smith Elementary School		
9 digit campus ID#	079901107	Distance to Fiscal Agent (Miles)		1.1
Grade Levels to be served (PK-12)	K - 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				90
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Harvey S. Brown Elementary		
9 digit campus ID#	101905106	Distance to Fiscal Agent (Miles)		3.3
Grade Levels to be served (PK-12)	K - 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				105
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: W. Lloyd Meador Elementary

9 digit campus ID# 170904107

Distance to Fiscal Agent (Miles)

12

Grade Levels to be served (PK-12)

K - 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

105

Number of Adults (parent/ legal guardians only) to be served:

25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: CC Hardy Elementary

9 digit campus ID# 170904103

Distance to Fiscal Agent (Miles)

11.5

Grade Levels to be served (PK-12)

K - 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

105

Number of Adults (parent/ legal guardians only) to be served:

25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: YMCA of Greater Houston		Amendment # (for amendments only): n/a		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name: Edward B Cannan Elementary			
9 digit campus ID#	170904106	Distance to Fiscal Agent (Miles)	11.3	
Grade Levels to be served (PK-12)	K - 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		105		
Number of Adults (parent/ legal guardians only) to be served:		25		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name: Selman Elementary			
9 digit campus ID#	008902102	Distance to Fiscal Agent (Miles)	28.2	
Grade Levels to be served (PK-12)	K - 3			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		105		
Number of Adults (parent/ legal guardians only) to be served:		25		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: YMCA of Greater Houston		Amendment # (for amendments only): n/a		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name: De Zavala Elementary		
9 digit campus ID#	101912138	Distance to Fiscal Agent (Miles)		3
Grade Levels to be served (PK-12)	K - 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				105
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10				
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Y's Achievement Gap work builds on our strengths in giving young people the tools and motivation to succeed through a holistic approach to youth development, developing their cognitive, physical and social-emotional well-being. A successful youth development process fulfills children's innate need to be loved, spiritually grounded, educated, competent and healthy. Programs strengthen the Ys relationships with the community, enrichment and educational partners, families and the youth. Those strong and intentional relationships benefit everyone by contributing to our collective impact.

The YMCA will work with the principal and school counselor at each site to identify youth who are at the highest risk and most need of an academically rich after school program. Student data will be reviewed as well as home situations and access to other enrichment activities. Youth who are currently in our YMCA programs will be eligible as well.

A quality program with fun, engaging activities will lead to high retention of students in program. The parent engagement specialist will work with families to ensure that home issues do not lead to a lack of participation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The YMCA After School program will run Monday – Friday from 3pm to 6pm for a total of 15 hours per week. The program will serve students for 34 weeks during the school year. Students will rotate through a series of enrichment activities during this time. Staff will consist of one YMCA trained and certified counselor for every 15 youth. The site will be overseen by a YMCA Site Lead who is not counted in the ratios. Overseeing all 9 sites will be the 21st Century Project Director. Also involved will be the Family Engagement Specialist, Regional Child Care Directors, Association Youth Development Director and the Director of Education.

YMCA summer programs will run from 8 am to 5 pm, Monday – Friday for a total of 45 hours per week. These programs will run for six weeks in the summer. Staffing will consist of one trained, certified camp counselor for every 10 youth with the camp being led by a Camp Director who is not included in the ratios. The 21st Century Project Director, Family Engagement Director, Regional Child Care Directors, the Association Youth Development Director and the Director of Education will all be involved in the over site of these programs.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Y's responsibility for the child begins when the child enters the After School program space, located in a participating school and they are checked in by Y staff or the child boards a Y vehicle to be transferred to the program site.

Parents must enter the building and sign their children in and out of our program. This assures child-safety and compliance with state licensing. A photo ID may be required for the release of the child. The child will only be released to his/her parent and/or those adults that the parent(s) specifically designated on the enrollment form. Only those designated on the enrollment form will be allowed to modify the information and all changes must be made with the Program Director. If a parent is not allowed to pick up a child, the center must have a copy of the court order signed by a judge. Without this documentation, we are obligated to release a child to either parent, if both are listed on the enrollment paperwork.

All parents/guardians must sign their camper in and out each day. Campers will only be released to the persons listed on the emergency or authorized pick-up section of the enrollment form. This person will be requested to show proper identification. Only those designated on the enrollment form will be allowed to modify the information. All changes must be made with the Program Director. If indicated on the child's enrollment form that he/she may be released to a sibling under the age of 18, the sibling must be listed as an authorized person to pick up the child on the child's enrollment form.

In any case concerning a custody clause or dispute, court documents must be provided. These policies are in accordance with YMCA of Greater Houston and Texas Department of Family and Protective Service guidelines.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MCA Afterschool and Summer Programs provide academic intervention, healthy activities, and enrichment opportunities throughout the school year to kindergarteners through 5th graders, improving their grades, increasing social and emotional competencies and reducing risk-taking activities.

At the Y, we support youth development by fostering the nine dimensions of well-being—including Character, Giving, Inspiration, Health, Achievement, Belonging, Meaning, and Safety—through our programs and experiences. All programs are aligned to the dimensions of well-being, yet are also intentionally focused on academic outcomes.

Supporting success in school and life are key outcomes demonstrated in programs between students, their schools, and their families. YMCA programs have shown to provide the following impacts on youth:

1. Improved social-emotional skills - 70%
2. Increase in school attachment - 54%
3. Improved school conduct - 57%
4. Increased self-efficacy - 67%

ASTEAM Curriculum, CATCH and TUTS curriculum support the mastery of TEKS. While YMCA National Curriculum such as Food and Fun, Literacy materials and Family Strengthening resources align with National Core Competencies.

Current student data and assessments will be utilized to develop daily lesson objectives and to adapt curriculum to meet needs. YMCA staff will promote higher-level thinking and understanding through questioning and a variety of instruction is planned and executed in lessons (whole group, small group and individual instruction). All lesson planning will incorporate feedback from students and school administration.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will oversee all activity planning to ensure it is meeting the needs of each individual student.

All YMCA Programs offer the following opportunities for youth:

- opportunities for "voice and choice" are provided
- lessons are relevant to student interests and learning styles
- lessons are respectful of individual cultures and backgrounds
- students are able to develop and enhance their 21st century skills
- community time is utilized to support students' social and emotional development
- students are provided with opportunities to work collaboratively, complete investigations and/or hands-on activities, and engage in discussions and critical thinking activities
- students are challenged by rigorous and engaging lessons
- time is well-managed to maximize instruction and activities
- students are exposed to a variety of cultures, viewpoints, and perspectives

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this learning community is to provide a place where all youth involved have access to resources and support they need to grow into successful and engaged adults. The role of the Family Engagement Specialist is to help create a pipeline of support for children to help them achieve. This pipeline includes the families of youth involved in the programs. The Engagement Specialist will create an open program that encourages parents to understand the programs, opportunities and resources available to their families.

The Family Engagement Specialist will:

- Learn the community and community needs in order to figure out the best approach
- Engage staff in training around family engagement
- Provide a holistic family support environment
- Empower parents by giving them the tools they need
- Educate/engage parents in multiple areas:
 - How to engage with kids
 - Importance of helping kids learn at home
 - Adult education

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be a part of the advisory council and project team for all 9 of the 21st Century Sites. This staff person will play a critical role in determining the needs of parents and students, communicating those to the Project Director and Site Leads as well as to the school administration. This program team will create and implement parent engagement strategies that make the program accessible for all parents and provide them with the tools and resources needed to strengthen their family unit.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: YMCA of Greater Houston

Amendment # (for amendments only): n/a

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities might include but are not limited to Parent nights, parent site visits, financial literacy classes, parent education workshops and one on one parent conferences.

Other Activities Might Include:

- **Family Challenges.** Use friendly competition to help families adopt or strengthen healthy habits. Come up with your own family challenges or use existing resources, such as the Hydromax game, which allows families to compare how much water and sugar-sweetened beverages each member consumes in a week.
- **Share of the Day.** Make sharing at family pickup part of the daily routine. Invite children to share one thing they learned, tried, or accomplished in the program with their parent or caregiver. This is a win-win because it provides you with feedback on kids' interests to help guide future program planning.
- **Kids Choice.** Once a month, ask a child to select the fruit or vegetable featured at snack time. Encourage the child to explain why it's important to have a fruit or vegetable at all meals and snacks.
- **Getting to Know You.** Use getting-to-know-you questions or worksheets to learn more about the kids in your programs, including their family members and favorite meals and outdoor activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: YMCA of Greater Houston		Amendment number (for amendments only): n/a		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X		
A02	Provide staff development on eliminating gender bias		X	
A03	Ensure strategies and materials used with students do not promote gender bias	X		
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender		X	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X		
A99	Other (specify)			
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X		
B02	Provide interpreter/translator at program activities			
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X		X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X		X
B05	Develop/maintain community involvement/participation in program activities	X		X
B06	Provide staff development on effective teaching strategies for diverse populations			X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			X
B09	Provide parenting training			
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			X

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			X
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries	X		
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs	X		X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X		X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color			
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X		X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X		X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			
B99	Other (specify)			

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X		
C02	Provide counseling			
C03	Conduct home visits by staff			
C04	Provide flexibility in scheduling activities			
C05	Recruit volunteers to assist in promoting gang-free communities			
C06	Provide mentor program	X		
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X		X

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X		X
C09	Conduct parent/teacher conferences			X
C10	Strengthen school/parent compacts	X		X
C11	Establish collaborations with law enforcement agencies			
C12	Provide conflict resolution/peer mediation strategies/programs	X		
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X		
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues			
C99	Other (specify)			

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention			
D02	Provide counseling			
D03	Conduct home visits by staff			
D04	Recruit volunteers to assist in promoting drug-free schools and communities			
D05	Provide mentor program			
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X		X
D07	Provide community service programs/activities	X		X
D08	Provide comprehensive health education programs			
D09	Conduct parent/teacher conferences	X		X
D10	Establish school/parent compacts	X		X
D11	Develop/maintain community collaborations	X		X
D12	Provide conflict resolution/peer mediation strategies/programs	X		
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X		
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues			
D99	Other (specify)			

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention			
E02	Provide program materials/information in Braille			

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X		X
E04	Provide program materials/information in digital/audio formats			
E05	Provide staff development on effective teaching strategies for visual impairment	X		
E06	Provide training for parents			
E07	Format materials/information published on the internet for ADA accessibility	X		X
E99	Other (specify)			

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention			
F02	Provide interpreters at program activities			
F03	Provide captioned video material			
F04	Provide program materials and information in visual format	X		X
F05	Use communication technology, such as TDD/relay			
F06	Provide staff development on effective teaching strategies for hearing impairment			X
F07	Provide training for parents			
F99	Other (specify)			

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention			
G02	Expand tutorial/mentor programs	X		
G03	Provide staff development in identification practices and effective teaching strategies			X
G04	Provide training for parents in early identification and intervention			
G99	Other (specify)			

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X		X
H02	Provide staff development on effective teaching strategies			X
H03	Provide training for parents			
H99	Other (specify)			

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints			X
J02	Ensure all physical structures are accessible	X		
J99	Other (specify)			

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention			
K02	Develop and implement a truancy intervention plan			
K03	Conduct home visits by staff			
K04	Recruit volunteers to assist in promoting school attendance			
K05	Provide mentor program	X		
K06	Provide before/after school recreational or educational activities	X		X
K07	Conduct parent/teacher conferences	X		X
K08	Strengthen school/parent compacts	X		X
K09	Develop/maintain community collaborations	X		X
K10	Coordinate with health and social services agencies			
K11	Coordinate with the juvenile justice system			
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X		X
K99	Other (specify)			

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies			
L02	Establish collaborations with parents of highly mobile families	X		X
L03	Establish/maintain timely record transfer system			
L99	Other (specify)			

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X		X
M02	Conduct home visits by staff			

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities			X
M04	Conduct parent/teacher conferences	X		X
M05	Establish school/parent compacts	X		X
M06	Provide parenting training			
M07	Provide a parent/family center			
M08	Provide program materials/information in home language			X
M09	Involve parents from a variety of backgrounds in school decision making			
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X		X
M11	Provide child care for parents participating in school activities			
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program			
M14	Conduct an outreach program for traditionally "hard to reach" parents			X
M15	Facilitate school health advisory councils four times a year			
M99	Other (specify)			

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel			X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups			X
N03	Provide mentor program for new personnel			
N04	Provide intern program for new personnel			
N05	Provide an induction program for new personnel			X
N06	Provide professional development in a variety of formats for personnel			X
N07	Collaborate with colleges/universities with teacher preparation programs			
N99	Other (specify)			

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits			X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits			X

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Amendment number (for amendments only): n/a

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits			X
P99	Other (specify)			

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities			
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			X
Q03	Conduct program activities in community centers and other neighborhood locations			X
Q99	Other (specify)			

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99				
Z99				
Z99				
Z99				
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Z99				
Z99				

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: YMCA of Greater Houston		Amendment number (for amendments only): n/a
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 15		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Letters
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: 0	No nonprofit students participating: 0	No nonprofit teachers participating: 0
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input checked="" type="checkbox"/> How children's needs will be identified		
<input checked="" type="checkbox"/> What services will be offered		
<input checked="" type="checkbox"/> How, where, and by whom the services will be provided		
<input checked="" type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input checked="" type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input checked="" type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input checked="" type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input checked="" type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

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Part 3: Services and Benefits Delivery**Designated Places/Sites**

9 Public school 0 Private nonprofit school 0 Neutral site

0 Other (specify):

Designated Times

Regular school day Before school day X After school day

X Summer vacation Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: n/a		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name: n/a		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name: n/a		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name: n/a		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name: n/a		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	n/a	1	n/a
2	n/a	2	n/a
3	n/a	3	n/a
4	n/a	4	n/a
5	n/a	5	n/a

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